# **AP United States History**

Course Syllabus

## Textbook and Reader

*The American Pageant,* David M. Kennedy and Lizabeth Cohen, 15th edition, Wadsworth/Cengage, 2013 **[CR1a]**

*The American Spirit*, David M. Kennedy and Thomas A. Bailey, 10th edition,

Vols. 1 & 2. Hoghton Mifflin Company, 2002.

## Yearlong Supplemental Resources (Primary and Secondary Sources)

Bennett, William J. *America: The Last Best Hope Vols. 1*, *2, 3*. Thomas Nelson

Publishers, 2007, 2008, 2011.

Brown University. *Choices Curriculum Series*. Brown University Press, 2014.

Davidson, James W. *After the Fact: The Art of Historical Detection*, McGraw-Hill, 2004.

Davis, Kenneth C. *Don’t Know Much About History: Everything You Need to*

*Know About American History but Never Learned*. Harper Collins, 2012.

Davis, Kenneth C. *Don’t Know Much About the American Presidents,*

Harper Collins, 2012.

Dudley, William. *Opposing Viewpoints, Vol. 1 and 2,* Greenhaven Press, 1996.

Foner, Eric. *Give Me Liberty! An American History*, 3rd edition, W.W. Norton &

Company, 2010.

Green, John. *Crash Course U.S. History* series, YouTube, 2014.

History Channel. *America: The Story of US*, A&E Home Video, 2010.

History Channel. *Ultimate Guide to the Presidents*, Lionsgate, 2013.

Loewen, James W. *Lies My Teacher Told Me*, Touchstone, 1996.

Zinn, Howard. *A People’s History of the United States*, 2010 edition. Harper Collins.

### Course Objectives

Although this course is designed to prepare students for a college level curriculum at the high school level, it also will seek to expand their intellectual horizons. Following the State of Delaware guidelines in history, geography, civics, and economics, the proposed C3 framework for Social Studies Standards (to match the Common Core), and the guidelines set forth each year by the AP United States History Course Guide this course will:

* Work on expanding the students ability to analyze primary source documents and make conclusions based on available information
* Examine competing narratives from primary and secondary sources, allowing students to recognize a historical argument from both points of view
* Study the flow of history by studying the cause and effect of various events from cultural, social and political standpoints
* Build research skills to create depth beyond textbook or classroom learning
* Expand debate, reasoning (deductive and inductive), and analytical skills that can bring the topics discussed into context of the modern world.
* Recognize the difference between knowledge to know and trivia, particularly when dealing with the text
* Prepare students for college level research papers, essays, and workload while also providing supports to “scaffold” their evolution from high school to college.
* Make history come alive by involving students in the learning process through oral reports, historical readings, research projects, and constructing their own exam

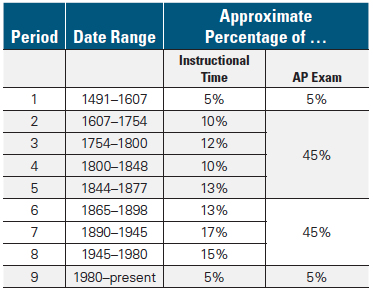
### I. Course Purpose

This course is designed to provide students the analytical skills, broad history background and factual knowledge that are necessary to apply critical thinking skills to matriculate in a rigorous advanced placement class. Students will learn to assess historical materials – their relevance to a given interpretive problems, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. The course prepares students for college coursework by making instructional demands on students equivalent to those courses required on a college level. Note: This course may be taken in place of Honors or CP US History. Students choosing this option should have a strong background in social studies as demonstrated through prior coursework at the high school level. This class will be taught on an alternating block schedule, meeting no less than two times a week but no more than three times a week and fulfills the state and district requirements for Social Studies. (Taken from the school course catalog)

### II. Course Description and Theme

This class will be divided into six distinct units of roughly five weeks each (roughly two units a marking period). As we teach on a block schedule, students will see me for no more than three days a week but no less than two. Period length currently is a non-rotating 85-minute block – roughly 75 “teaching” days between the start of school and the AP Exam (100 hours). Afterschool review sessions and extra credit enrichment opportunities will be offered throughout each of the six units to supplement in class activities. This schedule is designed for a three-week review unit at the end of the course to holistically connect content to the themes outlined in the Learning Objectives in the Course Guide.

The College Board recommendation for the course (for the Course Guide) is listed below along with the personal adjustments I made to maximize the ability of students to delve deeper into the subject matter. Please note, that three units did not go away but were instead assigned for Summer Reading and absorbed into the first unit of the year and the last unit of the year. Full information is provided later in this document.



Summer Reading d

Unit I (September) d

Unit II (Oct/Nov) 2

Unit III (Dec/Jan) d

Unit IV (Jan/Feb) d

Unit V (March) d

Unit VI (April)

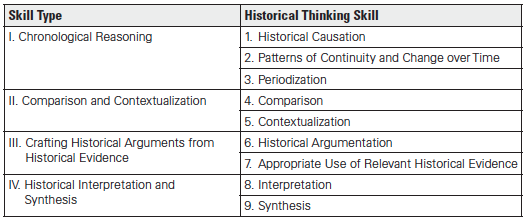
**Freccia Units**

Examples of Learning Objective benchmarks established by the 2014 AP US History redesign will be noted in the Unit Guide that follows in this document. A complete “benchmark index” is the final thing in this document. Please note: each unit will feature content that will hit multiple benchmarks goals due to time constraints in the course.

The seven Learning Objective benchmarks established by the College Board are:

* Identity (ID)
* Work, Exchange and Technology (WXT)
* Peopling (PEO)
* Politics and Power (POL)
* America in the World (WOR)
* Environment and Geography (ENV)
* Ideas, Beliefs and Culture (CUL).

See Section IV for how topics can be linked to the various benchmarks. Section V of this document posits possible lesson connection activities.

Methods of presenting the material, defined as “Historical Thinking Skills” in the 2014 AP US History redesign are also noted in the Unit Guide. In Section V of this document, example lessons showing fidelity to these skills (which match with the first three Delaware History Standards created in 1997). The four skill types and nine thinking skills are:

### III. Readings, Projects, and Exams

## Readings

Each unit will feature anywhere from four to five chapters from *The American Pageant* textbook along with selected readings from *The American Spirit* (Volumes 1 and 2) and other important primary source and secondary source documents to try and approximate a “full picture” of a given era. Students are to complete the chapter (and additional readings) assigned at intervals that match the classroom lesson of the teacher designated “important material/concepts” from the chapter. A marking period calendar of due dates will be given in advance for students to plan accordingly.

Generally, for the textbook chapters, students will read the topic before it is discussed in class in order to develop higher level thinking through the activities that take place in class. To prove the assigned readings are being completed in-step with the lessons being taught in the classroom, students will be assigned to take notes on each chapter from the textbook. These notes could be done in various styles, including but not limited to SQ4R and Cornell Notes, but need to be done at roughly a 6:1 ratio (for every six textbook pages, students should have notes filling at least one side of a sheet of college ruled paper). As this can be an imprecise method of checking for understanding, the students will then get to use those notes in quizzes on the material read – the better the notes, the better the score. Particularly given that the population of students that I’m servicing, first time AP students who are sophomores in high school, acclimating them to college level reading and note taking is an important school goal. Prior to the quiz, students will be shown a short video produced by the *Crash Course* YouTube channel that matches the textbook chapter, which then transitions into a question and answer session to fully unpack any questions students have from the reading. I’ve found that the *Crash Course* series is a great way to get students engaged in asking deeper meaning questions that just prompting in a vacuum did.

Reaction questions will be given along with the primary source reader selections in order to lead students in interpreting “real” documents – something to help prepare them for the DBQ questions found on the AP Exam. Those assignments would be then discussed in a round-table format in order for students to see if they made the correct assumptions and refine their skills in comparing various opinions. Typically, students will turn in the primary source reader selection answers the same day as the textbook chapter notes would be due.

The chapters from *The American Pageant, 15th edition* match this course’s units as follows:

* Summer Reading Unit – Chapters 1-5 (Colonial America)
* Unit I – Chapters 6-10 (Revolution and New Republic)
* Unit II – Chapters 11-15 (Antebellum America)
* Unit III – Chapters 16-22 (Civil War Era)
* Unit IV – Chapters 23-29 (Industrial America)
* Unit V – Chapters 30-35 (World Wars and Depression)
* Unit VI – Chapters 36-41 (Modern America)

Selections from *The American Spirit* (and other primary and secondary sources) are found in each unit plan and often the students will have the ability to pick amongst a few possible “selections” within the works provided. Basic assignments will be to read selections of primary (and in some cases secondary) source documents and answer questions about their formulation and interpret them in a style that will prepare them for the new multiple-choice section and the DBQ. Methods used in this course previously included:

* Socratic Seminars – round table discussions where students ask questions of each other to tease out solutions
* News Conference – have students “become” the creator of the source and have their classmates question them.
* Tiered debate – students are given the opportunity to present their side to a topic and the other side gets a chance to respond (each side given an introduction, three points of fact, and a closing)
* Storyboard – students draw out events described in the passage and are asked to predict results
* Acrostic Poem – students summarize passage using an acrostic phrase and then collaborate as a class to develop the “best” version.
* You Be the Judge – Students analyze disparate primary source documents on the same topic. Students then compare and contrast the viewpoints expressed in the documents, and—supported by the evidence presented, and in the context of the historical period—determine which authors made the better case.
* DBQ Deconstruction – Students, working in groups, co-develop an answer to a given DBQ question and then present an outline of their version to the class. Often several versions of DBQs dealing with the content will be used in the same class period, given to different groups.

Various historical viewpoints will be examined from time to time during the course of the year as a supplement to the position taken by the textbook in order to fulfill **Curricular Requirement #6** and Delaware History Standard #3. In most cases, students will write a short essay explaining their agreements for and arguments against the two viewpoints which will lead to a full class discussion using one of the methods listed above. Sample topics and sources are:

* American Exceptionalism – Is the United States a “beacon on the hill” for the rest of mankind to emulate or do its flaws indicate the experiment is still ongoing?
  + Pros: Alexis de Tocqueville in *Democracy in America*, Frederick Jackson Turner in *The Importance of a Frontier in American History*
  + Con: Howard Zinn in *A Peoples History of the United States*
* Viewpoints on Reconstruction – What were the goals and was it a failure or success?
  + Pro: Eric Foner in *Reconstruction: America’s unfinished revolution*
  + Con: William Dunning in *Reconstruction, Political and Economic, 1865-1877*
* Viewpoints on Economic Success – Is it the responsibility of the rich to enable others to find pathways to success?
  + Pro: Andrew Carnegie in “The Gospel of Wealth”
  + Con: Herbert Spencer in “What Social Classes Owe to Each Other”
* Viewpoints on the New Deal – Did Government intervention into the economy remove incentive and risk?
  + Pro: John Maynard Keynes in *The General Theory of Employment, Interest and Money*
  + Con: Milton Friedman in *A Monetary History of the United States, 1867–1960*
* Biographies of Major Historical Figures – Is John F. Kennedy a “great” or “near great” President?
  + Pro: Arthur Schlesinger, Jr. in *Thousand Days: John F. Kennedy in the White House*
  + Con: Thomas Reeves in *A Question of Character*

Direct interpretation of primary sources will be a major part of the course. For every primary source document used in class, students will be asked to interpret the for possible bias by using document analysis worksheets from the National Archives (<http://www.archives.gov/education/lessons/worksheets/>), SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, and Tone), and/or APPARTS (Author, Place, Prior Knowledge, Audience, Reason, Main Idea, Significance) in order to fulfill **Curricular Requirement #7** and Delaware History Standard #2.

Some examples of interpreting primary sources (and the types of primary sources used in this course) include:

* Personal appeals to Delaware Governor Hicks in 1860 about Delaware’s status in the Union (whether it should stay or secede) from the Delaware State Archives. The documents include broadsides, formal correspondence from other state governments, citizen letters, and Governor Hicks’ responses. Students in this assignment would use the APPARTS strategy of examining the messages and meanings of the documents and have the students gage the document’s impact from the Governor’s prospective.
* How do songs (and musicians) provide an interpretation of the past? Examination of songs like *Battle Hymn of the Republic*, *Maryland, My Maryland,* and *Dixie* provide justification for fighting the Civil War? What practical uses did these songs have? Why are some songs still used today and what new meanings do they represent? Audio versions of the song would be played for students, who would use the song analysis worksheet from the National Archives to best gage purpose.
* Examination of a historical selection from a text that had a galvanizing effect – like *Uncle Tom’s Cabin*, *The Jungle*, or *How the Other Half Lives*. What was the intent of the authors of those books? What reaction did they seek from their readers? Did the format – fiction for *Uncle Tom’s Cabin* and *The Jungle*; non-fiction for *How the Other Half Lives* – help or hurt the message? Students will be presented with the biographies of these individuals first and then a reading passage. They will then be assigned to establish the purpose of the author using context clues.
* Students are asked to compare and analyze transcripts of speeches by Emma Goldman and Susan B. Anthony on the meaning of women’s suffrage. Students will turn in written briefs of their work based on the APPARTS strategy. In the case of these speeches, students will be asked to develop a biography of both speakers, attempting to predict how the speakers developed their line of thought – family, education level, social class, citizen or not, etc.
* Using the SOAPSTone handout, students analyze and contrast oral histories from the Great Depression such as Studs Terkel’s Hard Times and the WPA slave narratives. Can they be trusted? Are they true “primary source” documents or are they hearsay?
* Students analyze and contrast political cartoons found in major American publications (i.e., The Washington Post, The Nation, National Review) from the perspectives of hawks and doves on the Vietnam War. Additionally, students will describe the historical context of the cartoons and the points of view of the cartoonists.

## Projects

In addition to the reading work that follows the chronological flow of the class, students will also have projects that present an opportunity for students to express learning in “non-traditional” ways that represents continual learning. The goal of all projects is to promote not just growth in an individual student but also growth that expands the dialog and learning within the classroom.

* Mini-Page Project – essentially a visual research project in which students present five “mini” papers (of 500 words each) on a given broad topic on a large poster board. Also required beyond research and writing include primary and secondary sources, a timeline for chronological reasoning, maps, and other visual cues. Generally has been used as a review on eras or important decades in American History.
* Historical Madness – students will be assigned to a seeding committee to select 20 important figures from a given period of time and seed them appropriately based on the prompt (16 seeds and four bubble teams). Students will then present their rankings to the class for full discussion on the merits of their seeding and comparative strength of their “field”. Previous prompts in the past have included: Political Powerbrokers, Explorers, Scientists, Artists, Writers, Musicians, Social Reformers, Villains, and Heroes. Generally used as a marking period or semester capping activity.
* Participation in the National History Day Competition – given a national prompt, students do individual research on an American History topic of their choosing that deals with the prompt in question. Students are given the option of presenting their project as a paper, website, display, or documentary film and will be graded based on the national rubric developed for the competition. Students will be given the opportunity to compete in the State competition should they desire.
* Construction of an “AP style” exam – Students will be assigned into groups and be asked to construct their own AP Exam, based on the new format. Once completing their final product, the exams will be given in class and students will take other constructed exams as a group (so they can share knowledge and correct misconceptions). Students will be graded on how their group does collectively on the exams AND on how well constructed their exam was.
* Interest Group activity – students will be asked to role-play in a historical discussion as fictional or non-fictional characters in order to better understand historical biases in the historical record. If students are role playing an actual historical figure research will be required and they will be graded on fidelity to the truth (example: Second Continental Congress or Constitutional Convention). If students are developing a “unique” character, a full bio will be required underscoring motivations and experiences that caused the character to become engaged in the event (example: member of an abolitionist group, civil rights organization, progressive newspaper). In all cases, the teacher will provide prompts for students to debate but without prior context so that students can feel out a solution.
* Mock Supreme Court – students will examine a historical case and be assigned to serve as the lawyers arguing the case or the justices deciding the case. This will involve reading the briefs and oral argument summaries of the real case, with the justices having to base their judgment on the material presented in the class discussion and not on modern viewpoints OR the actual result.

## Exams

Each marking period, students will take at least two unit exams. Those exams will focus ONLY on the unit just completed and include 55 Multiple Choice questions and two short responses or one long essay or a DBQ. The multiple choice questions will be taken from actual questions released by the AP Board and from the textbook test bank for the chapters covered and will be content specific using primary and secondary source documents while also examining the Primary Learning Objectives and Historical Learning Skills required for that unit.

The DBQ and the long essay choices will be also taken directly from the released essay/DBQ questions found at [www.apcentral.com](http://www.apcentral.com) in order to acclimate the students to the AP Testing rubric, timing, and style of questioning. In cases of the long essay and the DBQ, the format change should not affect that section as much; previous examples are numerous in number although tweaking of the question may be needed to hit the Primary Learning Objectives and/or the Historical Learning Skills. Students will be timed on the two sections just as they will see when taking the AP Exam. The two sections not asked on “the exam day” will be given as a homework assignment to complete the unit.

Both the midterm and the end of course exam prior to the AP Exam will be based on the material covered since the beginning of the year to that point.

#### IV. Unit Guide

## Summer Unit (10 weeks from assignment to collection)

DBQ Questions from previous AP Exams: ’93 and ‘10 DBQs

* Unit I course pack featuring 19 AP Essay questions from 1981 to present

Crash Course videos: US History Episodes 1-4, World History Episodes 21, 23-25

Primary Source Readings for Unit:

* *The American Spirit* (Volume 1) – Chapters 1-5

Chapter 1: New World Beginnings (pages 4-22)

* Societies of the Americas and Africa pre-contact (WOR-1)
* Early explorers and reasons for exploration (PEO-1)
* Ecological consequences of Columbian Exchange (PEO-1, ENV-1)
* Conquest of Mexico / Spanish Empire (ID-4, CUL-1)
* Makers of America: The Spanish Conquistadores (CUL-1)

Chapter 2: Planting of English America (pages 24-39)

* English Civil War, the Stuart Restoration and the American Colonies (PEO-1, WOR-1)
* Settlement of Jamestown (ID-6, ENV-2, ENV-4)
* Relations Between Whites and Indians (ID-4, PEO-4)
* Growth of Virginia and Maryland (ID-6, ENV-2, ENV-4)
* Settling the Carolinas and Georgia (ID-6, ENV-2, ENV-4)
* Makers of America: The Iroquois (CUL-1)

Chapter 3: Settling the Northern Colonies (pages 41-58)

* Religious nature of England at dawn of colonization (ENV-4)
* Plymouth Colony (ID-6, PEO-1, CUL-1, ENV-4)
* Massachusetts Bay Colony (ID-6, PEO-1, CUL-1, ENV-4)
* Rhode Island and Conn. (ID-6, PEO-1, ENV-4)
* Puritan Relationship with Native Americans (PEO-4)
* Confederation and Dominion of New England (WOR-1)
* New York (ID-6, PEO-1, CUL-1, ENV-4)
* Pennsylvania (ID-6, PEO-1, CUL-1, ENV-4)
* Delaware and New Jersey (ID-6, PEO-1, ENV-4)

Chapter 4: American Life in the Seventeenth Century (pages 60-76)

* Life and Labor in the Chesapeake (WXT-4)
* Indentured servitude and Bacon’s Rebellion (WXT-4)
* Rise and spread of slavery (WXT-4)
* African-American culture (CUL-1)
* Southern Society (ENV-2, ENV-4)
* Families in New England (ENV-2, ENV-4)
* Daily life (ID-4, WXT-4)
* Makers of America: Africans (PEO-1)

Chapter 5: Colonial Society at the Eve of Revolution (pages 78-96)

* Immigration and population growth (ID-4, PEO-1)
* Social Structure in the colonies (ID-4, ENV-2)
* Economic opportunity in the colonies (WXT-1, WXT-2)
* Atlantic Economy (WOR-1, WXT-2)
* Role of Religion, The Great Awakening (ID-4, CUL-2)
* Education and Culture (CUL-2)
* Politics and Press (WOR-1, POL-1)
* Colonial folkways (CUL-1, CUL-2)

Assessment – Summer Reading Packet (100 multiple choice questions, primary source readings, and Crash Course video reaction short answer response prompts.

## Unit I (Four weeks or nine class periods – September)

DBQ Questions from previous AP Exams: ’77, ’85, ’99, ‘04 and ‘05 DBQs

* Unit I course pack featuring 27 AP Essay questions from 1981 to present

Crash Course videos: US History Episodes 5-9, World History Episodes 26, 28-29

Field Trip: National Constitution Center / Independence National Historical Park

Anthology of Primary Source readings

* *The American Spirit* (Volume 1) – Chapters 5-9

Existing lessons using Primary Sources for the Unit

* Choices Program (Brown University) – American Independence and Constitution
* Documents on Diplomacy (State Department) – Americans in Paris (1782)

Written Documents (Primary Sources)

* *Alien and Sedition Acts* (1798)
* *Articles of Confederation* (1781)
* *The Bill of Rights* (1791)
* *Common Sense* (1776) by Thomas Paine
* *Declaration of Independence* (1776)
* *Federalist #10 and Federalist #51* (1787)
* *Jay Treaty* (1794)
* *Letters from a Farmer in Pennsylvania* (1767) by John Dickinson
* *Northwest Ordinance* (1783)
* *Royal Proclamation of 1763*
* *The United States Constitution* (1787)
* *Washington’s Farewell Address* (1796)
* *Virginia and Kentucky Resolutions* (1798)

Maps

* Map of North America before 1753 and after 1763
* Map of the French and Indian War
* Map of the American Revolution
* Map of the United States after the Peace of Paris
* Map of showing of the “Old Northwest” and settlement patterns
* Ratification Map of the US Constitution (Federalist vs. Anti-Federalist)
* Electoral Map (1788)
* Electoral Map (1796)
* Electoral Map (1800)

Images

* Join or Die Political Cartoon
* Don’t Tread on Me Political Cartoon
* Medal of the Philadelphia Society for the Promotion of Agriculture (Venerate the Plow)
* Paul Revere’s Etching of the Boston Massacre
* Signing of the Declaration of Independence (by John Trumbull)
* Washington Crossing the Delaware (by Gottlieb Leutze)
* Woodcut of a Patriot Woman (Republican Motherhood)

Quantitative Data

* Contributors of Donations for the relief of Boston
* Census data for 1790 (population, occupation, birth place)
* Muster rolls for the Revolutionary War
* National Debt structure (Hamilton’s Assumption Plan)

Works of Art (not already listed)

* Library of Congress collection of Revolutionary War artwork <http://www.loc.gov/rr/print/list/picamer/paRevol.html>
* National Archives collection of Revolutionary War artwork <http://www.archives.gov/research/military/american-revolution/pictures/>
* Gilbert Sullivan portraits of founding fathers and early Presidents (National Portrait Gallery)
* John Trumbull historical paintings and paintings

Secondary Sources for Unit:

* *10 Days That Unexpectedly Changed America*. Shay’s Rebellion, History Channel, 2006.
* Bryson, Bill. *At Home: A Short History of Private Life*, Random House, 2010, p. 182-183. (Selection on Boston Tea Party)
* HBO’s *John Adams*. Segments from Episodes 1, 2, 3, 5, and 6, Playtone, 2008.
* McCullough, David. *John Adams*. Simon and Schuster, 2001.
* Shaara, Jeff. *Rise to Rebellion*, Ballantine Books, 2001.
* Shaara, Jeff. *Glorious Cause*, Ballantine Books, 2002.

Chapter 6: The Duel for North America (pages 98-111)

* New France (ID-6, ENV-4)
* New France and the Native Americans (ID-4, POL-1, ENV-4)
* Anglo-French rivalry (WOR-1)
* European Wars for dominance and impact in colonies (WOR-1)
* Seven Years War (POL-1, WOR-1)
* Pontiac’s Uprising and the Proclamation of 1763 (PEO-5, POL-1, ENV-4)

Chapter 7: The Road to Revolution (pages 113-130)

* End of salutary neglect, consequences of a more engaged relationship (ID-1, POL-1)
* Merits and menace of mercantilism (WXT-2, WXT-6)
* Stamp Act crisis (WXT-2, POL-1)
* Townshend Acts (WXT-2, POL-1)
* Boston Tea Party and the Intolerable Acts (ID-4, WXT-2, POL-1)
* Lexington/Concord (ID-1, WXT-6, POL-1)
* Thinking Globally: Imperial Rivalry and Colonial Revolt (POL-1, WOR-1)

Chapter 8: America Secedes from the Empire (pages 132-155)

* Battles of the War for Independence (ENV-4)
* American “republicanism” (ID-1, WXT-1, WOR-2, CUL-2, CUL-4)
* Declaration of Independence (ID-1, WXT-1, POL-1, WOR-2, CUL-4)
* Patriots v. Loyalists (PEO-1, WOR-2, CUL-1)
* French Alliance (POL-1, WOR-1)
* Peace of Paris (WOR-1)

Chapter 9: The Confederation and the Constitution (pages 158-179)

* Changing political sentiments (WXT-1, CUL-2)
* State systems of government (WOR-2, ENV-4)
* Economic problems with independence (WXT-6, POL-5)
* Articles of Confederation (POL-2, POL-5)
* Northwest Ordinance (ENV-3, PEO-5)
* Shay’s Rebellion (POL-5, ID-1)
* Constitutional Convention (POL-5, WOR-2, CUL-4)
* Ratifying the Constitution (POL-2, POL-5, WOR-2)

Chapter 10: Launching the New Ship of State (pages 180-200)

* Problems facing the new country (POL-2, POL-5)
* Bill of Rights (ID-1, WXT-1, POL-5, CUL-4)
* Hamilton Economic Policies and the evolution of “factions” (POL-2)
* Impact of French Revolution on American politics (POL-2, WOR-2)
* Jay’s Treaty and problems with French (POL-2, WOR-2)
* Alien and Sedition Acts (ID-1, POL-2)
* First “contested” election in 1800 (ID-1, POL-2, CUL-2)

Assessment – Unit Exam (55 multiple choice questions and either two short responses, one long essay, or one DBQ in class; other two options as “Celebration of Knowledge” activity)

## Unit II (Four weeks or ten class periods – October)

DBQ Questions from previous AP Exams: ’80, ’90, ’98, ’02, ’06, and ‘11 DBQs

* Unit II course pack featuring 28 AP Essay questions from 1981 to present

Crash Course videos: US History Episodes 10-12, 14-16; World History Episodes 30, 31

Field Trip: Fort McHenry National Park

Anthology of Primary Source readings

* *The American Spirit* (Volume 1) – Chapters 11-15

Existing lessons using Primary Sources for the Unit

* AP Special Focus on Immigration Professional Development Materials (‘06-‘07)
* The Choices Program (Brown University) – War of 1812
* Understanding Economics in US History (Federal Reserve) – Andrew Jackson v. The Bank of the US lesson
* Understanding Economics in US History (Federal Reserve)– Increasing Transportation lesson
* Understanding Economics in US History (Federal Reserve) – Lowell Mills lesson

Written Documents (Primary Sources)

* *The American System* (1819) by Henry Clay
* Cherokee Vocabulary Primer
* Excepts from Alexis de Tocqueville’s *Democracy in America and Europe*
* *The Embargo Act* (1807)
* *The Force Bill* (1833)
* Lowell Mills Time Table
* *Madison’s War Address to Congress* (1812)
* *Monroe Doctrine* (1823)
* *On Civil Disobedience* (1848) by Henry David Thoreau
* *Ordinance of Nullification* (1833)
* Star Spangled Banner (1814) by Francis Scott Key
* *Texas Declaration of Independence* (1836)

Maps

* Electoral Map (1800)
* Electoral Map (1816)
* Electoral Map (1820)
* Electoral Map (1824)
* Electoral Map (1828)
* Map of the Louisiana Purchase
* Map of the Barbary States
* Map of the War of 1812
* Map of the Invasion of Florida (1818)
* Map of the Adams-Onis Treaty results
* Map of Population Density of America in 1810 and 1820
* Map of the Missouri Compromise
* Map of Textile Mills in New England in 1830
* Map of Congressional Voting on the Tariff of Abominations
* Map of the Trail of Tears
* Map of Utopian Communities
* Map of the Mormon Trek to Utah
* Map of Principal Canals by 1840
* Map of Railroads built by 1840

Images

* Drunkard’s Progress political cartoon
* “Ograbme Turtle” political cartoon
* “Intercourse or Impartial Dealings” political cartoon
* King Andrew the First political cartoon
* Jackson with “mini” Native Americans political cartoon
* Patent for Cotton Gin
* Patent for Interchangable Parts
* Patent for Steam Engine
* Patent for Telegraph
* Postcard of Asylum
* Second Great Awakening revival painting
* Shaker “Dance” carving

Quantitative Data

* Chart showing annual consumption of alcohol from 1800 to 1920
* Chart showing Boom and Bust cycles between 1790 and 1860 (using purchasing power)
* Chart showing Immigrant Origin between 1820 and 1860
* Chart showing Inland Freight Rates between 1785 and 1865
* Census data for 1800 (population, occupation, birth place)
* Census data for 1820 (population, occupation, birth place)
* Census data for 1840 (population, occupation, birth place)
* Infographic on Louis and Clark’s Corp of Discovery
* Table showing effects of the Non-Intercourse Act and Embargo Acts
* Table showing effects of Eli Whitney’s Cotton Gin on Cotton production

Works of Art (not already listed)

* Works by Thomas Cole and other members of the Hudson River School (National Gallery of Art)
* Portraits and early photographs of American political, military, and social luminaries (National Portrait Gallery)

Secondary Sources for Unit:

* Bryson, Bill. *At Home: A Short History of Private Life*, Random House, 2010, p. 191-194. (Selection on the Erie Canal)
* Fleming, Thomas. “Napoleon’s Invasion of North America”, *What If? 2,* p. 534-551.
* *American Experience: We Shall Remain*, Episode 2: Tecumseh’s Vision. PBS, 2009.
* *American Experience: We Shall Remain*, Episode 3: Trail of Tears. PBS, 2009.
* Wiencek, Henry. “The Dark Side of Thomas Jefferson”, *Smithsonian Magazine*, October 2012.
* Special Issue: The Radical Mind of Thomas Jefferson, *Time*, July 5, 2004.
* Special Issue: Lewis and Clark, *Time*, July 8, 2002.

Chapter 11: Triumphs and Travails of the Jeffersonian Republic (pages 202-222)

* Revolution of 1800 (ID-1, PEO-2, POL-2, CUL-2)
* Jefferson Presidency (ID-1, POL-2)
* Marshall and the Supreme Court (ID-1, POL-2
* Louisiana Purchase (PEO-5, WOR-6, ENV-3, ENV-4))
* The Embargo of 1807-1809 (WXT-6, WOR-2)
* Reasons for the War of 1812 (ID-5, WOR-2, ENV-3)

Chapter 12: The Second War for Independence and the Upsurge of Nationalist (pages 224-246)

* War of 1812 (ID-1, ID-5)
* Hartford Convention (ID-1, ID-5, POL-2)
* A new national identity (CUL-2, WXT-5)
* The American System (ID-5, POL-1, WXT-6)
* Era of Good Feelings (POL-2, POL-6)
* Westward Expansion (ID-2, PEO-1, PEO-5, ENV-4, CUL-2)
* The Missouri Compromise (PEO-2, ENV-3, ENV-4)
* The Marshall Court (POL-2, POL-5)
* Oregon, Florida and the Monroe Doctrine (WOR-5, ENV-3, ENV-4)
* Makers of America: The Settlers of the Old Northwest (PEO-1, CUL-1)

Chapter 13: The Rise of Mass Democracy (pages 246-274)

* Corrupt Bargain and return of political parties (ID-1, POL-6)
* Jackson’s use of executive power and creation of the Whig Party (ID-1, POL-2)
* Tariff of Abominations and the Nullification Crisis (ID-1, WXT-6)
* Trail of Tears (ID-2, PEO-5, WOR-5, ENV-3)
* Mass democracy and the Spoils System (POL-6, CUL-2)
* Revolution in Texas (ID-2, PEO-1, WOR-5, WOR-6)
* Makers of America: Mexican or Texican? (PEO-1, CUL-1)

Chapter 14: Forging the National Economy (pages 276-305)

* Westward Migration (ID-2, PEO-1, ENV-3)
* Nativism and assimilation (PEO-2, CUL-2)
* Factory System and Industrial Workers (ENV-4)
* Women in the economy (WXT-5, CUL-2)
* Transportation revolution (WXT-2, EXT-5, ENV-4)
* Market Economy (EXT-5, CUL-2)
* Makers of America: Irish (ID-6, PEO-1, CUL-1)
* Makers of America: Germans (ID-6, PEO-1, CUL-1)

Chapter 15: The Ferment of Reform and Culture (pages 307-334)

* Religious revivals (PEO-2, CUL-5)
* The Mormon Experience (ID-6, PEO-2, CUL-5)
* Reform movements (POL-3, CUL-5)
* Temperance (POL-3, CUL-5)
* Women’s rights and roles (POL-3, CUL-2)
* Utopian Communities (WXT-1, WXT-5, PEO-2, CUL-5)
* Scientific progress (WXT-2, CUL-5)
* Artistic progress (CUL-6)
* Literature of the Antebellum period (CUL-6)
* Transcendentalism (WXT-1, WXT-5, CUL-5)
* Makers of America: The Oneida (PEO-1, CUL-1, CUL-5)

Assessment – Unit Exam (55 multiple choice questions and either two short responses, one long essay, or one DBQ in class; other two options as “Celebration of Knowledge” activity)

## Unit III (Six weeks or fourteen class periods – November and December)

DBQ Questions from previous AP Exams: ’74, ’81, ’82, ’87, ’96, ’05, ’09, ’10, and ‘13

* Unit III course pack featuring 19 AP Essay questions from 1981 to present

Crash Course videos: US History Episodes 13, 17-20, 22-24, 28

Field Trip: Gettysburg National Battlefield Park, Visitor Center, and National Cemetery

Anthology of Primary Source readings

* *The American Spirit* (Volume 1) – Chapters 16-22

Existing lessons using Primary Sources for the Unit

* Documents on Diplomacy (State Department) – Letters of correspondence between the Union, Confederate, and British Governments
* Delaware Archives Unit on Delaware’s decision to not hold a secession convention (RG1300.00 / Roll #049: DE Executive Papers 1859-1862).
* Delaware Freedom Project Unit (Teach American History Grant) – Reconstruction Pictures
* Delaware Freedom Project Unit (Teach American History Grant) – PBL on Reconstruction Plans
* International Spy Museum Unit – From Ballroom to Battlefield

Written Documents (Primary Sources)

* 13th Amendment
* 14th Amendment
* 15th Amendment
* *Chinese Exclusion Act* (1882)
* David Walker’s Appeal (1829)
* *Declaration of Liberty* by John Brown (1858)
* *Dred Scott v. Sanford* Supreme Court opinion (1856)
* *The Emancipation Proclamation* (1862)
* *Enforcement Act of 1871*
* *Fugitive Slave Act* (1850)
* *The Gettysburg Address* (1863)
* *Jourdon Anderson’s Letter to his former master* (1865)
* *Kansas-Nebraska Act* (1853)
* *Lincoln’s Second Inaugural Address* (1865)
* O’Sullivan, John. “Annexation,” United States Magazine and Democratic Review 17, no.1, July-August 1845, p. 5-10.
* *Treaty of Guadalupe-Hidalgo* (1848)
* Stowe, Harriett B. *Uncle Tom’s Cabin*, digital version from Project Guttenberg.
* Various secession documents (VA, MS, SC, WV)
* *Wade-Davis Bill on Reconstruction* (1863)

Maps

* Electoral Map of 1860
* Electoral Map of 1864
* Electoral Map of 1876
* Map of popular routes in the Underground Railroad
* Map of the Mexican-American War
* Map of the results of the Mexican-American War
* Map of the Compromise of 1850
* Map of the Kansas-Nebraska Act
* Map of Secession by county
* Map of the Anaconda Plan
* Map of the Civil War 1860-1861 (Eastern Theatre)
* Map of the Civil War 1862-1863 (Eastern Theatre)
* Map of the Civil War 1864-1865 (Eastern Theatre)
* Maps of individual battles of the war by the War Department (West Point)
* Map of Sherman’s March to the Sea
* Map of Reconstruction Districts

Images

* Sumner/Brooks altercation on the Senate floor
* Tragic Prelude by John Curry
* Election of 1860 political cartoons
* Charleston Mercury “Union is Dissolved”
* Palmetto Flag / Confederate Battle Flag
* Uniform design and usage
* Emancipation Proclamation political cartoons
* Andrew Johnson political cartoons
* Positive Portrayals of Reconstruction in cartoons
* Negative Portrayals of Reconstruction in cartoons

Quantitative Data

* Chart showing the changes in relative value of a slave from 1800 to 1860
* Chart showing the number of slaves in a southern household in 1850
* Chart showing army unit breakdowns
* Census data for 1850 (population, occupation, birth place)
* Census data for 1860 (population, occupation, birth place)
* Density map showing number of lynching’s by county
* Density map and charts by ethnicity in 1850 and 1870
* Table showing draft and muster numbers for Delaware

Works of Art (not already listed)

* Portraits and early photographs of American political, military, and social luminaries (National Portrait Gallery)
* Mathew Brady Civil War photography collection
* Smithsonian Online Exhibit: The Civil War and American Art <http://americanart.si.edu/exhibitions/online/art_civil_war/>
* Various Civil War songs (Maryland, My Maryland / Dixie / When Johnny Comes Marching Home / Battle Hymn of the Republic / Battle Cry of Freedom)
* Various painters: <http://www.civilwarinart.org/exhibits>

Secondary Sources for Unit:

* Davis, Kenneth C. *Don’t Know Much About the Civil War*, Harper Perennial, 1999.
* Disunion Blog, *The New York Times*, <http://opinionator.blogs.nytimes.com/category/disunion/>, 2010-2015.
* Horwitz, Tony. *Midnight Rising: John Brown and the Raid That Sparked the Civil War*, Picador, 2012.
* Horwitz, Tony. *Confederates in the Attic*, Pantheon, 1998.
* *10 Days That Unexpectedly Changed America*. Antietam, History Channel, 2006.
* *10 Days That Unexpectedly Changed America*. The Gold Rush, History Channel, 2006.

Chapter 16: The South and the Slavery Controversy (pages 338-358)

* Economic system in the South, King Cotton (WXT-4, ENV-4, CUL-5)
* Southern social structure (ID-6, WXT-4, CUL-5)
* Plantation system (WXT-4, ENV-4, CUL-5)
* Life in slavery (WXT-4, ID-6)
* Abolitionist crusade (ID-6, POL-3, CUL-2)
* Southern reactionaries (ID-6, POL-3, CUL-2)
* Political and moral ramifications (POL-2, ENV-4, CUL-2)

Chapter 17: Manifest Destiny and It’s Legacy (pages 360-376)

* Annexation of Texas (ID-2, POL-2)
* Oregon Fever (ID-2, PEO-1, WOR-5)
* Polk and Manifest Destiny (ID-2, PEO-1, POL-2, WOR-5)
* Mexican-American War causes (ID-2, WOR-5)
* Mexican-American War results (ID-2, PEO-3, WOR-5)
* Makers of America: Californios (PEO-1, CUL-1)

Chapter 18: Renewing the Sectional Struggle (pages 378-394)

* Popular sovereignty (PEO-3, POL-2, WOR-5)
* California Gold Rush (PEO-1, ENV-3, ENV-4)
* Underground Railroad (ID-6, CUL-2)
* Compromise of 1850 (PEO-3, ENV-4)
* Fugitive Slave Law (CUL-5, POL-2)
* Kansas-Nebraska Act (PEO-3, POL-2)

Chapter 19: Drifting Toward Disunion (pages 396-416)

* *Uncle Tom’s Cabin* and capturing mass attention (CUL-2, CUL-6)
* Bloody Kansas (ID-5, PEO-3)
* *Dred Scott* Decision (ID-1, POL-6)
* Political battles in Washington and on the campaign trails (ID-1, CUL-5)
* John Brown’s Raid (CUL-5)
* Lincoln’s election in 1860 (ID-1, PEO-3)
* Secession (ID-5, CUL-5)

Chapter 20: Girding for War: The North and the South (pages 418-433)

* The Border States (PEO-3, ENV-2)
* Sizing up the two combatants (ID-2, ID-5, WXT-2, ENV-2)
* Diplomatic efforts with Europe (POL-5, WOR-5)
* Civil Liberties in the North (POL-5, CUL-5)
* Soldier’s life (ID-4, ID-5, PEO-2, CUL-2)
* Economic impacts of the war (WXT-2, WXT-4, WOR-5)
* Women in the War (ID-1, CUL-2)
* Why the South lost (ID-1, ID-5, WOR-5)
* Makers of America: Billy Yank and Johnny Reb (PEO-1, CUL-1)

Chapter 21: The Furnace of Civil War (pages 435-463)

* Battles of the Civil War (WOR-5, ENV-2, CUL-5)
* Total War (ID-2, WOR-5, ENV-2, CUL-5)
* Emancipation Proclamation (ID-2, PEO-1, POL-5)
* African-American soldiers (ID-6, PEO-2, POL-6)
* Politics during wartime (ID-1, POL-5, CUL-5)
* Legacy of the Civil War (CUL-3, CUL-4, CUL-5)

Chapter 22: The Ordeal of Reconstruction (pages 465-484)

* Defeated South (ENV-2, POL-5, POL-6)
* Freed slaves (ID-6, PEO-5, ENV-2, POL-5, POL-6)
* Johnson v. Radical Republican Congress (POL-3, POL-5, POL-6)
* Black Codes (CUL-5, POL-6)
* Civil War Amendments (CUL-5, POL-3, POL-6)
* New Political order in the South (PEO-1, CUL-5, POL-3, POL-5, POL-6)
* Battling the insurgency (ID-6, POL-2, CUL-5)

Chapter 23.5: Political Paralysis (pages 484-498)

* Corruption in the Reconstruction era (ID-6)
* End of Reconstruction (ID-5, POL-3, POL-5, POL-6)
* Jim Crow laws (CUL-5, POL-6, CUL-5)
* Chinese Exclusion Act (CUL-5, POL-6)
* Makers of America: The Chinese (PEO-1, CUL-1)

Assessment – Unit Exam (55 multiple choice questions and either two short responses, one long essay, or one DBQ in class; other two options as “Celebration of Knowledge” activity)

## Unit IV (Five weeks or ten class periods – January to mid-February)

DBQ Questions from previous AP Exams: ’75, ’79, ’82, ’83, ’89, ’92, ’00, ’03, ’07, ‘12

* Unit III course pack featuring 30 AP Essay questions from 1981 to present

Crash Course videos: US History Episodes 25-27, 29-30

Field Trip: Ellis Island / Thomas Edison Historic Site / Tenement Museum

Anthology of Primary Source readings

* *The American Spirit* (Volume 2) – Chapters 23-28

Existing lessons using Primary Sources for the Unit

* Choices Program (Brown University) – Reluctant Colossus, The US Enters the Age of Imperialism
* Choices Program (Brown University) – US Immigration Policy
* Picturing Chicago (<http://picturingchicago.nl.edu/>)
* Understanding Economics in US History (Federal Reserve) – Homestead Act: Good deal?
* Understanding Economics in US History (Federal Reserve) – Robber Barron or Entrepreneur?
* Urban Experience in Chicago (<http://www.uic.edu/jaddams/hull/urbanexp/contents.htm>)

Written Documents (Primary Sources)

* Ellis Island passenger manifest form (1893 and 1928)
* *Hay-Banau Varilla Treaty* (1903)
* *Homestead Act* (1864)
* *Homestead Proof: Testimony of Witness* *for Almanzo Wilder* (1884)
* Selections from *How the Other Half Lives* (Jacob Riis)
* Selections from *The Jungle* (Upton Sinclair)
* *McKinley on Acquiring the Philippines* (1898)
* *The Paralyzing Influence of Imperialism* (1900)
* *Plessy vs. Ferguson* Supreme Court opinion (1896)
* *Senator Beveridge on the Philippine Question* (1900)
* *Pacific Railroad Act* (1864)
* *Pittsburgh Proclamation* (1883)
* *Platt Amendment* (1901)
* *Roosevelt Corollary of the Monroe Doctrine* (1904)
* *The Significance of the Frontier in American History* (1893)
* Smalley, E.V. "Life on the Prairie Farms," *Annals of American History.* <http://america.eb.com/america/article?articleId=386371>.
* *Socialist Party Platform* (1877)
* *The Talented Tenth* (1903)
* Wicks, Hamilton S. " The Oklahoma Land Rush," *Annals of American History.* <http://america.eb.com/america/article?articleId=386428>>

Maps

* Electoral Map of 1896
* Electoral Map of 1900
* Electoral Map of 1912
* Map of American possessions by 1910
* Map of battles against Native Americans
* Map of Cattle Trails
* Map of a company town (Homestead, PA and Pullman, IL)
* Map by Gender in 1870
* Map of emigration points to the United States
* Map of Nationalities near Hull House (Chicago, IL)
* Map of Railroads before 1865
* Map of Railroads before 1900
* Map of Resource location in the United States (Coal)
* Map of Resource location in the United States (Iron)
* Map of Resource location in the United States (Oil)
* Map of the Spanish-American War
* Map of Steel mills
* Map of Wealth in 1870
* Map of Wages near Hull House (Chicago, IL)

Images

* *Across the Continent* by Francis Palmer
* *American Progress* by John Gast
* *Labor* Propaganda posters and flyers
* Selected photos and propaganda for Buffalo Bill’s Wild West Show
* Selected *Puck* Cartoon covers on Immigration/Imperialism
* Selected Thomas Nast Cartoons
* Selected Thomas Edison patents
* Virtual tour of the New York Tenement Museum

Quantitative Data

* Census data for 1880 (population, occupation, birth place)
* Census data for 1900 (population, occupation, birth place)
* Graph of Corporate mergers between 1895 and 1910
* Graph of Homestead Act applications
* Graph of Labor force distribution between 1870-1900
* Graph of Iron and Steel Production between 1865 and 1920
* Graph of manufacturing output by country in 1860, 1880, 1900
* Graph of millionaires by industry in 1900 and 1920
* Graph of patents granted between 1850 and 1900
* Graph of price and sales data for the Model T (1909 and 1923)
* Infographic explaining horizontal and vertical integration
* Rates of Travel from NYC in 1800, 1840, and 1860

Works of Art (not already listed)

* Cover art for *Puck* Magazine
* Political Cartoons for Progressive, Imperialism, and Gilded Age
* Photographs on Child Labor and City Life by Lewis Hine
* Portraits and photographs of American political, military, and social luminaries (National Portrait Gallery)

Secondary Sources for Unit:

* *American Experience: New York A Documentary Film*, Episode 4: The Power and the People (1898-1918). PBS, 1999.
* DeGraaf, Leonard. *Edison and the Rise of Innovation*, Sterling Signature, 2013.
* *The National Parks: America’s Best Idea*, PBS, 2009.
* Tenement Museum virtual tour ([www.tenement.org/virtual\_tour](http://www.tenement.org/virtual_tour))
* *TR – An American Lion*, History Channel, A&E Home Video, 2002.
* The Triangle Fire. *American Experience*, PBS, 2011.

Chapter 23.5: Political Paralysis (pages 484-498)

* End of the Patronage System (PEO-5, POL-2, POL-3, CUL-2)
* Economic boom and bust cycle (ENV-5, WXT-2)
* Tariff and Coinage Issues (POL-3, WXT-6)
* Homestead Strike (WXT-7, PEO-5, PEO-6, POL-2, POL-3)
* Populists (PEO-5, POL-2, POL-7, CUL-2, CUL-5)

Chapter 24: Industry Comes of Age (pages 512-537)

* Railroad boom (WXT-2, POL-7, WOR-3)
* Modern business capitalization model (WXT-3, WXT-6)
* Government regulation (WXT-8, POL-7)
* Robber Barons (WXT-6, WOR-3)
* Gospel of Wealth (ID-2, PEO-6)
* Life for a factory worker (WXT-5, ID-7, PEO-6)
* Trade Unionization (WXT-5, ID-2, PEO-6)
* Makers of America: Knights of Labor (PEO-1, CUL-1)

Chapter 25: America Moves to the City (pages 539-573)

* City Life (CUL-1, PEO-3, ENV-2)
* New Immigrants (ID-6, PEO-1, PEO-2, ENV-2)
* Settlement Houses and social work (ID-7, PEO-6, POL-3, POL-7, ENV-2)
* Socialization and assimilation (PEO-6, CUL-1, ENV-2)
* Washington vs. DuBois on African-American rights (POL-6, CUL-5)
* The “New Woman” and new opportunities (ID-7, PEO-6, POL-7, CUL-5)
* Realism affects literature and art (CUL-1, CUL-6)
* Popular entrainment (CUL-1, CUL-6)
* Makers of America: Italians (PEO-1, CUL-1)

Chapter 26: The Great West and the Agricultural Revolution (pages 575-606)

* Conquest of the Native Peoples of the West (ID-6, PEO-5, CUL-2)
* Mining and Cattle Frontiers (ENV-4, ENV-5)
* Homestead Act (PEO-1, ENV-4, CUL-5)
* Frontier Thesis (PEO-1, PEO-3, CUL-5)
* Farmer protest movements (WXT-5, POL-7)
* Workers in revolt (WXT-5, CUL-2)
* Makers of America: The Plains Indians (PEO-1, CUL-1)

Chapter 27: Empire and Expansion (pages 608-634)

* Reasons for expansion (ID-3, PEO-3, WOR-6, WOR-7, ENV-3, CUL-5)
* Hawaii (ID-5, WOR-6, ENV-3, CUL-5)
* Spanish-American War (ID-1, PEO-3, WOR-7)
* Filipino insurrection (ID-3, POL-3, WOR-6, CUL-5)
* Open Door to China (WOR-3, POL-6)
* Panama Canal (ID-5, PEO-3, POL-6, WOR-6, ENV-3)
* Makers of America: Puerto Ricans (PEO-1, CUL-1)
* Makers of America: Filipinos (PEO-1, CUL-1)

Chapter 28: Progressivism and the Republican Roosevelt (pages 638-659)

* Goals of the Progressive Movement (WXT-7, POL-3, POL-5)
* Muckraking (WXT-7, PEO-5, CUL-6)
* Women leading the charge (ID-7, PEO-6, POL-7)
* Roosevelt regulates labor and trusts (POL-3, POL-7)
* Consumer Protection (POL-7, POL-3)
* Conservation (ENV-5, PEO-6, POL-3)
* Makers of America: The Environmentalists (PEO-1, CUL-1)

Assessment – Unit Exam (55 multiple choice questions and either two short responses, one long essay, or one DBQ in class; other two options as “Celebration of Knowledge” activity)

## Unit V (Five weeks or twelve class periods – mid-February to March)

DBQ Questions from previous AP Exams: ’73, ’78, ’84, ’86, ’88, ’91, ’97, ’03, ’04, ’08, and ‘14

* Unit III course pack featuring 38 AP Essay questions from 1981 to present

Crash Course videos: US History Episodes 31-38 / Literature Episode 215

Anthology of Primary Source readings

* *The American Spirit* (Volume 2) – Chapters 29-36

Existing lessons using Primary Sources for the Unit

* Choices Program (Brown University) – Wilson’s Vision and the League of Nation’s Debate
* Choices Program (Brown University) – Between the Wars
* Choices Program (Brown University) – Ending the War with Japan
* Delaware Freedom Project lesson (Teach American History Grant) – Bonus March
* Delaware State Parks Program – Fort Miles Presentation at Cape Henlopen State Park
* Federal Reserve Bank of St. Louis Unit – The Great Depression
* National Archives Document Lesson - Prohibition

Written Documents (Primary Sources)

* *Charles Lindbergh on Neutrality and War* (1939)
* *Einstein’s Letter to FDR about building the Atomic Bomb* (1939)
* *Executive Order No. 9066* (1942)
* *FBI Memo following Pearl Harbor* (1941)
* *Four Freedoms Speech* (1941)
* *The Fourteen Points* (1918)
* *Harry T. Burn’s letter from Mom and the Ratification of the 19th Amendment in Tennessee* (1919)
* *Lend-Lease Agreement* (1941)
* *Neutrality Act* (1936)
* *Over There* by George Cohan (1917)
* Pankhust, E. Sylvia. Forcibly Fed: The Story of My Four Weeks in Holloway Gaol, *McClure’s*, August 1913, p. 87-93.
* *Reservations of Senator Lodge on the League of Nations* (1919)
* *Schenck vs. The United States* Supreme Court opinion (1919)
* Selected political cartoons attacking the New Deal
* *Servicemen's Readjustment Act of 1944*
* “Now the U.S. Must Fight for its Life”, *LIFE Magazine*, March 2, 1942.
* *U.S. Declaration of War* (1917)
* *Volstead Act* (1919)
* *Zimmerman Telegram* (1916)

Maps

* Electoral Map of 1920
* Electoral Map of 1932
* Electoral Map of 1936
* Electoral Map of 1940
* Electoral Map of 1944
* Map of Bank Failures
* Map of Bars before and during Prohibition (Lower East Side, NYC)
* Map of the Dust Bowl (and Migration from)
* Map of Homefront during World War II (factories, atomic program, unrest, internment camps)
* Map of an Internment Camp
* Map of New Deal initiatives by state
* Map of World War I (Europe)
* Map of World War II (Europe/North Africa)
* Map of World War II (Pacific)
* Maps of individual battles for World War I and World War II from the War Department (West Point)
* Trench Warfare visualization

Images

* Bonus Army in pictures
* Dorothea Lange New Deal photos
* Dr. Seuss goes to war (World War II cartoons)
* Political Cartoon: Zimmerman Telegram (Mexico land grab)
* New Deal political cartoons (pro and con)
* Prohibition political cartoons
* Prohibition photos (showing enforcement and social settings)
* Red Scare / Anti-Immigrant political cartoons
* Suffrage political cartoons
* Suffrage protest photos
* World War I uniform and gear
* World War II uniform and gear

Quantitative Data

* Census data for 1920 (population, occupation, birth place)
* Census data for 1930 (population, occupation, birth place)
* Census data for 1940 (population, occupation, birth place, New Deal assistance)
* Graph of Spanish Influenza victims by age
* Graph of Stock Market from 1920 to 1950
* Graph of Unemployment from 1920 to 1945
* National Map showing percentage of people in New Deal job programs
* National Map showing percentage of people on relief
* National Map showing percentage of people unemployed

Works of Art (not already listed)

* Harlem Renaissance painting and poems
* New Deal Propaganda Posters
* Portraits and photographs of American political, military, and social luminaries (National Portrait Gallery)
* World War I and World War II Propaganda Posters
* Various Jazz selections (feat. Louis Armstrong, Benny Goodman, Duke Ellington, Ethel Waters)
* Various photographers on society during the Great Depression and New Deal
* WPA photos, propaganda posters, and murals <http://newdeal.feri.org/library/default.cfm>

Secondary Sources for Unit:

* Barry, John M. *The Great Influenza*, Penguin Books, 2005.
* Bryson, Bill. *One Summer: American 1927*, Random House, 2013.
* *The Dust Bowl,* PBS, 2012.
* *Iron Jawed Angels*, HBO Studios, 2004.
* *Jazz: A Film By Ken Burns*, PBS, 2004.
* *Living Virginia: The CCC Boys*, PBS, 1999.
* *The War*, PBS, 2007.

Chapter 29: Wilson Progressivism at Home and Abroad (pages 638-659)

* Election of 1912 (ID-7, POL-2)
* Wilson reforms the economic system (ID-7, WXT-8)
* America and Mexico (ID-3, WOR-5)
* American Neutrality in WWI (ID-3, WOR-3, WOR-7, CUL-5)

Chapter 30: The War to End War (pages 678-698)

* Wilson and the 14 Points (WOR-7, CUL-5)
* Creel and propaganda (ID-3, WOR-4)
* Schenck and civil liberties (ID-3, POL-5, POL-6, WOR-4)
* WWI Homefront (ID-3, ID-7, CUL-5, WOR-4)
* Suffragettes (ID-3, ID-7, CUL-5, WOR-4)
* War itself (WOR-7, ENV-2)
* Peace of Paris and the League of Nations (WOR-6)
* Battle for the League (WOR-6, COR-7, CUL-5)

Chapter 31: America in the Roaring Twenties (pages 700-726)

* Red Scare (ID-3, PEO-2, POL-2)
* Immigration restrictions and Great Migration (ID-7, PEO-1, PEO-2, PEO-3, PEO-7)
* Prohibition and gangsters (ID-3, ID-7, PEO-6, POL-2, WPR-4)
* Mass consumption society (WXT-3, ENV-2, CUL-5)
* New access through cars and radio (WXT-3, PEO-1, ENV-2, CUL-7)
* Modernism in literature and culture (WXT-3, ENV-2, CUL-6)
* Makers of America: Poles (PEO-1, CUL-1)

Chapter 32: Politics of Boom and Bust (pages 728-749)

* International debt (WXT-6, WOR-3)
* Great Crash of 1929 (WXT-6, WOR-3, WXT-3)
* Hoover and the Depression (ID-3, POL-3, POL-4)
* Life during the Depression (ENV-2, CUL-6, CUL-7)

Chapter 33: Great Depression and the New Deal (pages 751-776)

* FDR and the First Hundred Days (ID-3, WXT-8, POL-2)
* Relief, Recovery, Reform (ID-3, WXT-8, POL-3, POL-4)
* Depression critics on the left and right (WXT-8, POL-3)
* New Deal Programs (ID-3, WXT-8, PEO-6, POL-3, POL-4, ENV-5)
* Dust Bowl and migrations (ID-6, PEO-1, PEO-3, PEO-6)
* Battle over Constitutionality (POL-3, POL-5)

Chapter 34: FDR and the Shadow of War (pages 778-796)

* Aggression by the Axis (ENV-3, WOR-3, WOR-7)
* Neutrality Acts (CUL-5, WOR-5, WOR-7, POL-3)
* FDR’s Third Term (POL-3, POL-4)
* Collapse of Western Europe (WOR-7, POL-3)
* Lend-Lease and the Atlantic Charter (ID-3, WOR-3, WOR-5, WOR-7)
* Japanese attack on Pearl Harbor (ENV-3, WOR-3)

Chapter 35: America in World War II (pages 798-826)

* Homefront mobilization (ID-3, CUL-5, ENV-5, POL-5, POL-6)
* Japanese Internment (POL-5, POL-6, PEO-2, PEO-6, PEO-7)
* Women during wartime (ID-7, CUL-5, WOR-3)
* Double V campaign (ID-3, ID-7, CUL-5, WOR-3)
* Atlantic Front (ID-1, PEO-3, WOR-7)
* Pacific Front (ID-1, PEO-3, WOR-7)
* Atomic Bombing of Japan (ID-3, PEO-3, WOR-7)
* Makers of America: The Japanese (PEO-1, CUL-1)

Assessment – Unit Exam (55 multiple choice questions and either two short responses, one long essay, or one DBQ in class; other two options as “Celebration of Knowledge” activity)

## Unit VI (Five weeks or twelve class periods – April)

DBQ Questions from previous AP Exams: ’95, ’01, ’06, ’07, and ‘11

* Unit III course pack featuring 37 AP Essay questions from 1981 to present

Crash Course videos: US History Episodes 39-48

Anthology of Primary Source readings

* *The American Spirit* (Volume 2) – Chapters 36-41

Existing lessons using Primary Sources for the Unit

* Choices Program (Brown University) – Cuban Missile Crisis
* Choices Program (Brown University) – Limits of Power US in Vietnam
* Choices Program (Brown University) – Origins of the Cold War
* Delaware Freedom Project Lesson (Teach American History Grant) – Claudette Colvin and Rosa Parks
* Delaware Law Center – Desegregation in Delaware
* Delaware State Archives Lesson “O” – Voice of America
* Delaware State Archives SDS at the University of Delaware collection
* George H.W. Bush Presidential Library foreign policy papers
* International Spy Museum – Cuban Missile Crisis
* Stanford University’s Reading Like a Historian unit – Great Society

Written Documents (Primary Sources)

* *Alabama Voter Registration Form* (1960)
* *Address at Rice University* (1962)
* *Brown vs. The Board of Education* Supreme Court opinion (1954)
* *CIA Brief on China's intervention in Korea* (1950)
* *Civil Rights Act* (1964)
* *Contract with America* (1995)
* *Duck and Cover* (1951)
* *Enemies from Within* (1950)
* *FDR’s Bill of Rights* (1944)
* *Getting Along with your Allies* for G.I.’s in Korea (1950)
* *Letter from a Birmingham Jail* (1963)
* *I Have a Dream Speech* (1963)
* *NSC Brief on Soviet intervention in Korea* (1950)
* “New Facts You Need to Know About Fallout”, *LIFE Magazine*, January 12, 1963.
* Excerpts from *NSC-68* (1950)
* *Marshall Plan* (1947)
* *Martin Luther King and The Montgomery Story* graphic novel (1957)
* *NAFTA* (1994)
* *Operation Vittles Cook Book* by the American Women in Blockaded Berlin (1949)
* *Servicemen's Readjustment Act of 1944*
* Excepts from *Silent Spring* (1962)
* *Truman Doctrine* (1947)
* *Voting Rights Act* (1965)
* *United States Policy in the Far East* (1950)

Maps

* Blueprint for a Levittown Home
* Electoral Map of 1960
* Electoral Map of 1968
* Electoral Map of 1974
* Electoral Map of 1980
* Electoral Map of 1992
* Electoral Map of 2000
* Electoral Map of 2008
* Map of Berlin and Divided Germany
* Map of the Civil Rights Movement
* Map of Counterculture Events and Student Protests
* Map of the Cuban Missile Crisis
* Map of Korean War
* Map of the Interstate Highway System
* Map of Iraq War
* Map of Persian Gulf War
* Map of a Suburban community
* Map of Terrorist Attacks against the United States
* Map of Vietnam War
* Map of the War on Terror
* U.S. Cold War Target Maps (<http://www.ki4u.com/nuclearsurvival/states/>)

Images

* Apollo Moon Landing
* Cold War in Political Cartoons
* Cold War in photography
* Civil Rights in Political Cartoons
* Civil Rights in photography
* McCarthyism in Political Cartoons
* Vietnam in Political Cartoons
* Vietnam in photography
* Watergate in Political Cartoons
* Various Herblock Cartoons from the Library of Congress (1930-2000)

Quantitative Data

* Census data for 1950 (population, occupation, birth place)
* Census data for 1960 (population, occupation, birth place)
* Census data for 1980 (population, occupation, birth place)
* Census data for 2010 (population, occupation, birth place)
* Graph of demographic values (number of children, age of marriage, divorce)
* Graph of Educational attainment value
* Graph of Post High School education after World War II
* Graph of Industrial Jobs 1945-2010
* Graph of Industrial Production 1945-2000
* Graph of standard of living (cars, electricity, television, phone, internet)
* Graph of Women in the Workforce
* Interactive Ethnicity Map from the New York Times
* Interactive Poverty Map from the New York Times
* Infographic on the Space Race
* Population Pyramids

Works of Art (not already listed)

* Andy Warhol paintings
* Popular Music
* Protest Music
* Television

Secondary Sources for Unit:

* *The American Experience: 1964*, PBS, 2014.
* *The American Experience: Eyes on the Prize*, PBS, 1987.
* The Armageddon Letters (<http://www.armageddonletters.com/>)
* *Herblock – The Black and The White*, HBO Documentaries, 2013.
* History Channel. *King*, A&E Home Video, 2008.
* Mapping Poverty interactive, *New York Times*, <http://www.nytimes.com/newsgraphics/2014/01/05/poverty-map/>
* Mapping decline: St. Louis and the American City (<http://mappingdecline.lib.uiowa.edu/map/>)
* Today in 1963 ([www.twitter.com/todayin1963](http://www.twitter.com/todayin1963))

Chapter 36: The Cold War Begins (pages 830-858)

* Postwar prosperity (WOR-4, CUL-5, CUL-7)
* Sunbelt and the suburbs (PEO-3, WOR-4, CUL-5, CUL-7)
* Baby Boom (PEO-3, WOR-4, CUL-5)
* Origins of the Cold War (ID-3, WOR-3, WOR-7)
* Communism and Containment policy (ID-3, WOR-3, WOR-7)
* Truman Doctrine, Marshall Plan, NATO (ID-3, WOR-3, WOR-4, WOR-7, WOR-8)
* Korean War (ID-3, WOR-7, WOR-8)
* Makers of America: Suburbanites (PEO-1, CUL-1)

Chapter 37: The Eisenhower Era (pages 860-887)

* Working women and feminism (ID-7, POL-3)
* Consumer culture (WXT-3, CUL-5)
* McCarthyism (ID-3, POL-6, WOR-3)
* *Brown* and desegregating the South (ID-8, PEO-1, POL-2, POL-3, POL-5)
* “Corporate” Republicanism (POL-2, POL-5)
* Space and arms race (ID-3, WOR-7, WOR-8)
* Post-war artists (CUL-6, CUL-7)
* Makers of America: Suburbanites (PEO-1, CUL-1)

Chapter 38: The Stormy Sixties (pages 889-914)

* Kennedy mystique (ID-3, CUL-5, WOR-8)
* Bay of Pigs and the Cuban Missile Crisis (ID-3, WOR-7, WOR-8)
* Civil Rights movement (ID-8, CUL-5, POL-5, POL-6, POL-7)
* JFK Assassination (POL-1, CUL-5)
* Great Society (POL-4, WXT-8)
* Vietnam (ID-1, PEO-3, WOR-7, WOR-8)
* Social Upheaval (ID-8, CUL-5, CUL-7)

Chapter 39: Stalemated Seventies (pages 916-940)

* Economic stagnation (WXT-8)
* Ending Vietnam (POL-7, WOR-7, WOR-8, CUL-7)
* Détente and dealing with China (ID-3, WOR-7)
* Watergate (POL-2, POL-7, CUL-5)
* Middle East and Oil Embargos (WOR-7, WOR-8, EVN-5)
* Deseg and affirmative Action (ID-8, WXT-8, POL-7, CUL-5)
* Makers of America: Feminists (PEO-1, CUL-1)
* Makers of America: The Vietnamese (PEO-1, CUL-1)

Chapter 40: Resurgence of Conservatism (pages 942-963)

* The “New” Right (CUL-7, POL-6, POL-7)
* Reaganomics (POL-6, WXT-6)
* Confronting the Soviets and thawing the Cold War (ID-3, WOR-3)
* Conservatism in society (CUL-7, POL-6, POL-7)
* End of the Cold War (ID-3, WOR-3)
* Persian Gulf War (WOR-7, WOR-8)

Chapter 41: America Confronts the Post-Cold War Era (pages 965-989)

* False start on reforming government (ID-3, POL-4, POL-7)
* Politics of distrust (ID-3, WXT-3, PEO-7)
* Republican Revolution (WXT-8, PEO-7, POL-2, POL-7)
* Welfare Reform (PEO-7, POL-4)
* Election of 2000 (POL-7)
* September 11th attacks (POL-5, WOR-8)
* Wars in Afghanistan and Iraq (WOR-8)
* Great Recession (WXT-8)
* Election of Obama (ID-3, POL-4, POL-7)
* Interconnected Society (CUL-6, CUL-7)

Assessment – Unit Exam (55 multiple choice questions and either two short responses, one long essay, or one DBQ in class; other two options as “Celebration of Knowledge” activity)

**Mini-Unit – Five 90-minute class periods (Early May)**

* Review for AP Exam
* Washington D.C. Scavenger Hunt review activity

**AP Exam (Friday exam during the first week of AP Testing)**

* 75 class periods x 85 minutes per class = 100.5 hours between August and May (70 days listed on this unit outline, roughly two days per chapter, with five “shift” days)

**Post Exam – Eight 90-minute class periods (MP#4 – May/June)**

* Preparation for End of Course United States History Exam for Delaware
* Debate current American issues

#### V. Lesson Methodology

**Curricular Requirement #3:** The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

Below are examples that have been used in teaching this curriculum. Please note that most of these lessons could be repurposed to fit into a different time period (or unit) but for brevity one example is given.

**Assessments**

* Expressly answer a DBQ or FRQ question provided by the College Board from a previously administered AP Exam. Students will then “grade” each others answers using the same rubric and same methodology as done at the Exam Readings. Average of their peer score will be factored in with instructor score on the assessment.

**Unit I**

* Comparing the Founding Fathers – who made the greatest contribution to the success of the Revolution? Students will compose a thesis and then debate each other with the winner being decided by a jury of peers.
* Students will role play a member of the Constitutional Convention (using research conducted by themselves) and be tasked with debating a “modern issue” from their prospective (like environmental regulation, gay marriage, or government surveillance)

**Unit II**

* Historical Court – Students will be forced to either attack or defend a historical figure in front of a jury. Variations of this could be a holistic view of the person – like did Jefferson really believe in equality or was he a hypocrite because he owned slaves – or an decision made by the individual – like an impeachment trial for Andrew Jackson for ignoring the Supreme Court’s decision on Indian Removal.

**Unit III**

* Students will create a fictional member of an abolitionist group and then be forced to reconcile their biography to various events that split such groups during the pre-Civil War era. Topics include Back to Africa schemes, Seneca Falls, Fugitive Slave Law, Dred Scott decision, to fund John Brown, etc.
* Constitutionality Assignment of a wartime President – students are assigned to compare actions done by the President with what is allowed under the Constitution. Students on either side are tasked to complete a brief and bring the argument before a neutral arbiter for a decision. For Lincoln examples include the Emancipation Proclamation, validity of secession, suspension of due process, and the draft.

**Unit IV**

* Occupier/Revolutionary – students are tasked to create a dialog between the American Occupation force in the Philippines and the revolutionaries seeking independence. What are the sticking points between the two sides that is preventing the end to the conflict and what are both sides willing to compromise their beliefs over?

**Unit V**

* Podcasting a topic. Students will be tasked with constructing an audio or visual piece of propaganda to sell a general audience on a particular point of view. Students could be tasked with what the Committee of Public Information was assigned during WWI or what the WPA did during the New Deal. Results could be a radio ad, a radio short, or a song.

**Unit VI**

* Go/No-Go: Students will be tasked with researching a particular set of options to present to the “President” given a particular crisis. Examples in this unit would include Berlin Crisis, Little Rock High School integration, Cuban Missile Crisis, Iran Hostage Rescue plans, or the Fall of the Berlin Wall.

**Curricular Requirement #4:** The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.

Below are examples that have been used in teaching this curriculum. Please note that most of these lessons could be repurposed to fit into a different time period (or unit) but for brevity one example is given. Examination of the textbook topic linkage in Part IV of this document indicates possibilities for elaboration.

**Theme 1**

* (ID-1) Students engage in a debate over the question, “Was the Revolution truly revolutionary or was it the re-establishment of previous rights?”
* (ID-3) In lectures, students will view of poetry and painting made by American artists during the Harlem Renaissance and will evaluate each work for its expression of ideas of American national identity.
* (ID-4) After reading the work of historian Eric Foner, students write an essay analyzing the degree to which Reconstruction reflected an American national identity following the Civil War.

**Theme 2**

* (WXT-3) Students will recreate the production of goods in various time periods using simulations to show how both technology and transportation helped lower the price of goods. Students will then be posited with a question – how did the lower cost of these goods fail to raise the standard of living?
* (WXT-4) Working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and the British West Indies.
* (WXT-5) Students compare and contrast the presentation of economic and industrial imperialism in a U.S. history and a world history textbook and debate the approach used by each discipline.

**Theme 3**

* (PEO-2) Students examine a map of reported ancestry on the 2000 Census and engage in small-group research teams to report on the causes for the settlement patterns revealed in the map.
* (PEO-3) Students use a graphic organizer to compare and contrast the push and pull factors affecting the major immigrant groups in the 1830s-1850s and the 1890s-1910s.
* (PEO-7) Students create political cartoons comparing and contrasting attitudes toward immigrants in the 1920s and the present.

**Theme 4**

* (POL-3) Students are given an assignment to research one progressive reform and explain how it fit into broader patterns of progressive thought.
* (POL-6) After reading the work of historians Howard Zinn and Seymor Lipset students are asked to write an essay agreeing or disagreeing with Lipset’s arguments of American Exceptionalism regarding the motives of Imperialism at the turn of the 20th century. **[CR6]**
* (POL-7) Students construct a time line of the civil rights movement from Reconstruction to the 1970s and annotate key turning points in the movement.

**Theme 5**

* (WOR-4) Students read the sources in a document-based question on the women’s role during World War II and engage in a classroom debate on whether women would have seen the gains economically and socially if the war hadn’t created job opportunities for them.
* (WOR-5) — Students read excerpts from the work of historians Reginald Horsman, Sean Wilentz, and Sam Haynes and write an essay using evidence to justify which perspective they believe the most convincing account of Manifest Destiny. **[CR6]**
* (WOR-7) — Students create a political cartoon arguing for or against annexation of Cuba after the Spanish-American War and create an accompanying editorial paragraph.

**Theme 6**

* (ENV-1) Students debate whether Colombian Exchange was a good thing or a bad thing for mankind as a whole and for the United States in particular.
* (ENV-3) — Students write an essay asking whether the Cotton Gin made the South more likely to resist calls to end slavery.
* (ENV-5) Students create an annotated time line for the creation of five major national parks since the late 19th century and explain a) the rationale for the creation of each park, and b) the opposition (if any) that each park’s creation faced.

**Theme 7**

* (CUL-6) Students examine the writing and photographs of Jacob Riis, Lewis Hine, and other progressive era writers and create a mock exposé of urban social conditions in the early 20th century. **[CR6]**
* (CUL-6) Students read a “living newspaper” produced under the auspices of the WPA and debate whether or not it constitutes propaganda for the New Deal.
* (CUL-6) — Students write an essay debating the role of popular music in affecting public attitudes toward the Vietnam War.

**Curricular Requirement #8:** The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation

Below are examples that have been used in teaching this curriculum. Please note that most of these lessons could be repurposed to fit into a different time period (or unit) but for brevity one example is given. Examination of the textbook topic linkage in Part IV of this document indicates possibilities for elaboration.

* Students construct a storyboard responding to the question: In terms of causes and effects, what historical developments made the American Revolution inevitable? Did the succession of these events create a cumulative effect? What events made it a “continental” problem instead of solely a Massachusetts problem?
* Students analyze the factors that led to Abraham Lincoln’s issuance of the Emancipation Proclamation and its resulting impacts on the Union’s war effort. How did it affect the war effort, what was the reaction in the Border States, what was the reaction in the Confederacy, what was reaction the abroad? Focus on both institutional and societal forces would be considered as they may differ (and affect each other).
* How did gains by women in the suffragette movement of the early 20th century and African-American gains during the New Deal and World War II contribute to the Civil Rights movement of the 1950s and 1960s? Why was the movement successful then but not in Reconstruction or around the turn of the century? Students list the advantages and strategies used successfully in the 1950s and 1960s to previous protest movements. To tease it forward, how did farm workers, women, disabled individuals, and LGBT activists after the 1960s advance those strategies for their own purposes? **[CR13b]**

**Curricular Requirement #9:** The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of change and continuity over time

Below are examples that have been used in teaching this curriculum. Please note that most of these lessons could be repurposed to fit into a different time period (or unit) but for brevity one example is given. Examination of the textbook topic linkage in Part IV of this document indicates possibilities for elaboration.

* Students write an essay in which they assess the impact of North American and overseas territorial expansion on popular beliefs about American national destiny in the 19th century (tracking from the Louisiana Purchase through Imperialism).
* Students trace the evolution, using an annotated timeline, of voting rights and citizenship using constitutional amendments.
* Use a human timeline to trace the immigration legislation. Beyond the timeline, have students use the activity as a spectrum to discuss level of restrictions (from most restrictive to least restrictive) or level of impact (from least impact to most impact). This activity would include present day issues and laws in order to better weigh the continuity and change. **[CR13b]**
* Using Supreme Court cases, students will examine in a Moot Court setting through debate and investigation how the court uses precedent and “modern” interpretation of the constitution to expand or retract concepts like free speech, accessibility to public facilities, privacy, and criminal rights. Obviously, using past cases can lead to expansion into current debates and cases before the court (or recently decided). **[CR13b]**
* Students create a “before and after” cartoon illustrating the effects of the Second World War on the movement for African American civil rights.

**Curricular Requirement #10:** The course provides opportunities for students to investigate and construct different models of historical periodization.

Below are examples that have been used in teaching this curriculum. Please note that most of these lessons could be repurposed to fit into a different time period (or unit) but for brevity one example is given. Examination of the textbook topic linkage in Part IV of this document indicates possibilities for elaboration.

* As an end cap for a Unit, students will be asked to present arguments for two different sets of beginning and ending dates for an era (e.g., the American Revolution, Reconstruction), linking them to the thematic focus of the historical narrative — political, economic, social, cultural, intellectual, or diplomatic. The class will then decide amongst the possibilities the best possible “guideposts”.
* Students create a time line of the causes of the Civil War in which they justify an argument for when it began.
* Students engage in class debate analyzing the extent to which the Presidency of Theodore Roosevelt was a turning point in American History domestically and internationally.
* When do the 1960s start? The decade is usually wrapped in the notion of “change” but the argument could be made in some cases that socially (Civil Rights), politically (Cold War), and technologically (Space Race) it started in the late 1950s. Have students look at several textbooks and popular histories to see how they deal with the question and then discuss.

**Curricular Requirement #11**: The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Below are examples that have been used in teaching this curriculum. Please note that most of these lessons could be repurposed to fit into a different time period (or unit) but for brevity one example is given. Examination of the textbook topic linkage in Part IV of this document indicates possibilities for elaboration.

* In an essay, students compare and contrast cultural values of British, French, Spanish, and Native American societies in the colonial era. In what ways did they encourage cooperation and in what ways did it lead to conflict? Were these differences irreconcilable or did the actors on the ground tip the balance?
* Students compare the labor movement from the post-Civil War period to the present, being sure to examine the North, South, and West. How have the issues changed or evolved overtime when dealing with pay, benefits, safety, and organization? **[CR13b]**
* Students write an essay that compares and contrasts progressive reformers’ views of Americanization with immigrants’ views of Americanization. Did immigrants become “more American” because of social and government programs or is it a natural next step in the immigrant experience? How should we deal with assimilation today based on the discussion? **[CR13b]**

**Curricular Requirement #12:** The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization

Below are examples that have been used in teaching this curriculum. Please note that most of these lessons could be repurposed to fit into a different time period (or unit) but for brevity one example is given. Examination of the textbook topic linkage in Part IV of this document indicates possibilities for elaboration.

* Students debate whether Colombian Exchange was a good thing or a bad thing for mankind as a whole and for the United States in particular.
* Students engage in a class discussion that compares and contrasts American and European imperialism between 1880 and 1914.
* Students are asked to present their research on why the American Indian Movement emerged in the 1960s and not the 1930s.